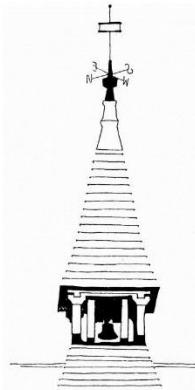


Pupil Premium Strategy Statement



Sound and District Primary School 2025 / 2026

'The pupil premium is additional funding given to publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers.

Pupil premium funding is available to both mainstream and non-mainstream schools, such as special schools and pupil referral units.

Funding for 2025 to 2026

The PPG per-pupil rate for 2024 to 2025 is as follows:

Disadvantaged pupils	Pupil premium per pupil
Pupils in year groups reception to year 6 recorded as Ever 6 free school meals (FSM) as well as eligible children with no recourse to public funds (NRPF) pupils in these year groups	£1,480
Pupils in years 7 to 11 recorded as Ever 6 FSM as well as eligible NRPF pupils in these year groups	£1,050

Disadvantaged pupils	Pupil premium per pupil
Looked-after children (LAC) defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority	£2,570
Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, or child arrangements order (previously known as a residence order)	£2,570

1. Summary information					
School	Sound and District Primary School				
Academic Year	2024/2025	Total PP budget	£24,505	Date of most recent PP Review	August 2025
Total number of pupils	139	Number of pupils eligible for PP	14	Date for next internal review of this strategy	September 2026

2. Attainment Yr. 6 (July 2024)
<p>Context: There were 14 children on the PP register. 7 of our PP children have SEN needs. The focus last year was centred around improving the progress and attainment of our PP children. The progress made by PP children at the end of KS2 was in line with progress made by non PP pupils.</p> <p>Internal Assessment Data. The attainment at the end of KS2 for Pupil Premium children was the expected standard in reading and the progress for maths and writing was expected/above. The drive to close the attainment gap was evident in our daily practice and the following data shows the impact of this more clearly.</p> <p>100% of PP children had access to well-being support by trained staff. Their emotional wellbeing was constantly monitored by teachers and the Pupil Premium Lead which meant that PP children were coming to school and they were ready to learn. Pupil Premium attendance was monitored closely and support was given where necessary..</p>
<p><i>Internal assessments show pupil progress The following percentages show expected or more than expected progress</i></p>

% making progress in reading	100%	
% making progress in writing	93%	
% making progress in maths	93%	

3. Statement of intent

At Sound and District Primary School, we are committed to giving all of our Pupil Premium children the very best start in life. This begins with ensuring that the quality of teaching across the school is consistently at least good, with an increasing proportion of outstanding practice. The needs of Pupil Premium pupils are central to all that we do, underpinned by a whole-school, consistent approach and high-quality CPD for all staff, including training that specifically focuses on meeting the needs of disadvantaged pupils.

Our aim is for all Pupil Premium pupils to make accelerated progress in the core subjects, so that gaps in attainment between them and their peers continue to narrow. Teachers use same-day intervention and responsive teaching strategies to address misconceptions and close gaps in learning as they arise.

We ensure that every pupil, including those in receipt of Pupil Premium, has access to a wide range of enrichment opportunities, which support improvements in attendance, confidence, readiness to learn and overall wellbeing.

For some Pupil Premium pupils, we provide additional personalised support that goes beyond academic provision. We recognise that children and families may face challenges outside of school, and our staff and Pupil Premium lead work closely with parents to address barriers to learning and, where appropriate, signpost families to further support services.

Through this inclusive, compassionate and aspirational approach, we continue to ensure that Sound and District remains one big family, where we all care for each other, learn together and grow together.

4. Barriers to future attainment (for pupils eligible for PP)

In-school barriers (*issues to be addressed in school, such as poor oral language skills*)

- A.** To support pupils social and emotional needs
- B.** To improve attainment and progress in reading and writing for pupils entitled to the Pupil Premium.

C.	To improve attainment and progress in maths for pupils entitled to the Pupil Premium.		
D	To provide financial support for trips, extra-curricular activities and other school costs and opportunities		
External barriers (issues which also require action outside school, such as low attendance rates)			
E.	To work closely with families to improve attendance.		
5. Desired outcomes – Teaching/Outcomes/Wider Approaches			
	<i>Desired outcomes and how they will be measured</i>		<i>Success criteria</i>
A.	Social and emotional needs which affect pupils' learning		To support pupils' social and emotional provision through access to appropriate interventions. PP pupils gain in confidence and resilience. Demonstrated by greater engagement in school activities both academic, physical and artistic.
B & C	To improve attainment and progress in Reading, Writing and Maths for pupils entitled to the Pupil Premium.		The majority of the PP children making expected or above expected progress across the year.
D.	To provide financial support for trips, extra-curricular activities and other school costs and opportunities to ensure inclusion.		An increased % of PP children taking up a club each half term leading to improved confidence, attainment and better mental health. More children taking up peripatetic lessons in comparison to last academic year.
E.	To work closely with families to improve attendance.		PP children's overall attendance is improved through regular contact and support with families.

Financial year		Amount of Pupil Premium funding					
2024-25		Funding: £25,080					
Pupil Premium used for:	Amount allocated to the intervention / action (£)	Is this a new or continued activity/cost centre?	Brief summary of the intervention or action, including details of year groups and pupils involved, and the timescale	Specific intended outcomes: how will this intervention or action improve achievement for pupils eligible for the Pupil Premium? What will it achieve if successful?	How will this activity be monitored, when and by whom? How will success be evidenced?	Actual impact: What did the action or activity actually achieve? Be specific: 'As a result of this action...' If you plan to repeat this activity, what would you change to improve it next time?	
Support for pupils for trips and residential/after		Per pupil allocation Total Spent: £4500.00	Continued required support to ensure	Funding ensures all pupils able to access extra-curricular and enrichment activities.	Inclusion Highly successful	Class Teachers/Admin.	

school clubs/music lessons/enrichment opportunities/		inclusive education				
Small Group Interventions and 1:1 sessions with Teaching Assistants	All pupils benefitted from small group or one to one support during academic year. – Additional TA hours £17,092	Established initiative but new therapy offered	Established support across Year 1-6 based on individual needs which range from maths fluency, writing, reading and phonic interventions.	Narrowing gaps, accelerated learning. Reducing numbers to allow for greater direct teacher interface with each pupil and encourages confidence and self-belief.	Class teachers/parents/SENCO/HeadTeacher	
Support for the wellbeing of parents and children. After School Clubs School Uniforms	Allocation £148.00 Wellbeing Club £850.00 Uniform	Established initiative	PP children have the opportunity to attend a breakfast club and have access to school uniform.	To support pupils self-esteem, sense of wellbeing and belonging.	Class Teachers/Admin.	
Training and delivery of Nessy to support Spelling and Reading IDL – Dyslexia Learning Programme	£540.00 allocation (materials and training time in school)	Established initiative	Nessy is a learning resource to develop and support spelling and Reading. It can be used to assess children, train and inform teachers, and provide an instructional solution that motivates children.	All pupils receive quality intervention that supports and develops their reading, writing and spelling .	Class teachers/parents/SENCO/HeadTeacher	
Additional SENCO Support	Additional SENCO mornings across the year groups. Assessments and complete associated paperwork. £1950.00	Established initiative	Pupil supported over the academic year who are on SEN levels of need and require additional support.	Early interventions which leads to better life long outcomes	Class teachers/parents/SENCO/HeadTeacher	

Total budgeted = £25,080